

University of Texas Bulletin

No. 2314: April 8, 1923

Course of Study for Use in Part-Time General Continuation Classes In Department Stores

Issued by

Division of Trades and Industries
Bureau of Extension

In Cooperation with
The State Board for Vocational Education



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*Texas University, Dept. of extension, Division
of trades and industries*

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The benefits of education and of useful knowledge, generally diffused through a community, are essential to the preservation of a free government.

Sam Houston

Cultivated mind is the guardian genius of democracy. . . . It is the only dictator that freemen acknowledge and the only security that freemen desire.

Mirabeau B. Lamar

5513-Sept 21-33

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DIVISION OF TRADES AND INDUSTRIES

THOMAS H. SHELBY, Director of the Bureau of Extension.

LAURA MURRAY, Head of Division of Trades and Industries.

MRS. CECIL B. GOODWIN, Assistant, Division of Trades and Industries.

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LIZZIE M. BARBOUR, Assistant State Director of Industrial Education.

AUSTIN, TEXAS

PREFACE

This is the result of a study of the needs of employes of five stores in Dallas where part-time general continuation classes are being conducted under the control of the Dallas Public Schools, in coöperation with the State Board for Vocational Education. It was made to assist teachers in part-time schools and will be suggestive to teachers, not only as a source of information concerning the occupation of these employes, but as a guide which they may use in making similar studies in fields where young workers, who come under the part-time act, are engaged.

The part-time provision of the act for vocational education is intended to take care of the training of that group of persons between the ages of sixteen and eighteen years who are not in attendance upon full-time schools.

In general, federal and state moneys may be used to pay the salaries of teachers employed in those part-time schools or classes where wage-working boys or girls receive any or all of the following benefits:

(a) Increased skill or knowledge in the occupation which the wage worker is following.

(b) Skill or knowledge leading to promotion in the industry or calling wherein the wage worker is engaged.

(c) Improvement in the knowledge of regular subjects which the wage worker did not complete in school.

(d) Increased civic or vocational intelligence.

In general, any part-time school must be in session during a part of the working time (day, week, or year) of its pupils; while an evening school or class must be in session outside the regular working hours of its pupils.

The greatest difficulty so far has been to get employes and school authorities to recognize the need for such training and permit employes to receive the minimum amount of training (144 hours per year) as required in the state and federal plans. Where it has once been tried there has been no question of its value, and it has not been discontinued.

The Division of Trades and Industries of the University

of Texas is coöperating with the State Board for Vocational Education in an attempt to secure such knowledge as will be helpful and meet the needs of these employes, and put it into a form that will make it available for the teachers of part-time pupils.

N. S. HUNSDON,
State Director of Industrial Education,
State Board for Vocational Education.

FOREWORD

This course has been organized by the teachers of the part-time general continuation classes in the stores of Dallas, under direction of Laura Murray, Head of the Division of Trades and Industries, University of Texas, and in coöperation with Mr. J. O. Mahoney, Director of Part-time Schools, Dallas.

Aims:

To analyze the needs of the various classes, through occupational analyses.

To draw out the teaching content to meet these needs as far as possible.

To organize instructional material available for use in Dallas stores and other part-time classes.

To study better methods of presentation of the instructional material.

To coöperate with each other in standardizing the work of the part-time classes.

Members of the Group:

Mrs. A. J. Bovell, Instructor, Sanger Bros.

Mrs. W. A. Campbell, Instructor, Titcher-Goettinger Co.

Mrs. J. T. Carruth, Instructor, Perkins Dry Goods Co.

Mrs. Jennie Floyd, Instructor, Neiman-Marcus Co.

Mrs. J. H. Jenkins, Instructor, A. Harris & Co.

Miss Alexa Rhea, Student of University of Texas, Austin, Texas.

Miss Ada Terrill, Student of University of Texas, Austin, Texas.

Plan of the Work:

This course was developed in a conference group. Each member analyzed the needs of her students. The group members suggested instructional material to meet the needs of these students. This material was discussed, and parts of it incorporated in this course.

Problems of the Group:

Two members of the group instruct juniors only. These classes enroll wrappers, cashiers, stock boys and girls in department stores. Two members of the group instruct adult sales people, who need general education, and ask for salesmanship and study of textiles. One member of the group instructs both junior and adults employed in a wholesale dry goods company.

Conclusions Regarding the Course:

That, though the students to be taught range in age from 14 to 54, their fundamental needs are the same. The outlines in English, mathematics, citizenship training, health instruction, store topics, and salesmanship can be adapted for use in these groups.

Primarily the course is intended for general continuation classes organized for juniors.

Revision and Expansion:

It is planned to make this a "try-out course," and after a reasonable time, expand and revise it to meet more nearly the needs of the students.

Sources of Materials:

1. Outline Course in Citizenship—
Training for Part-Time Schools, W. W. Patty, Berkeley.
2. Analysis of Department Store Work for Juniors, University of California.
3. Minneapolis Report—Part-Time Schools. Federal Board for Vocational Education.
4. Birmingham Report, Part-Time Schools. Federal Board for Vocational Education.
5. Bulletin No. 73. Federal Board for Vocational Education.
6. Occupations. Brewer.
7. Vocational Civics. Giles.
8. Community and the Citizen. Dunn.

9. The Business Man's English. Bartholomew and Hurlburt.

10. Commercial Subjects in a Part-Time School. Furney and Rodgers.

LAURA MURRAY,
Head of the Division of Trades and Industries.

ENGLISH

For use in Part-time General Continuation Classes
in Department Stores

Aims:

1. To develop the ability of student to recognize and to correct common errors of speech.
2. To acquaint student with the mechanics of good English.
3. To teach student to write a good business letter.
4. To teach student to express his oral or written thoughts in a clear and logical manner.

Content:

A. Oral English:

a. Common Errors:

1. Drill on use of verb forms:

Sit—set; lie—lay; was—were.

Is—are; have—has.

Shall — will; am not, wasn't — weren't; don't — doesn't.

Raise—rise; let—leave; should—would;

Learn—teach.

2. I—me; we—us; them—they; him—he; her—she.

Indefinite *it*.

Who—whom.

3. Drill on use of prepositions:

At—in; out of—out; on—upon; without—unless;
between—among; off of—from.

4. Drill on use of adjectives and adverbs.

(1) Most—almost, etc., both, each.

(2) Double negatives.

5. Sentence formation.

(1) Sentence should be clear:

1' Too much should not be included.

2' Too little should not be given.

- 3' Sentence should have proper ending.
- 4' Sentence should have word order.
- 5' Sentence should have agreement of verb and subject, through entire sentence.
- (2) Sentence should have emphasis:
 - 1' Should not be too wordy.
 - 2' Should have emphatic ideas properly arranged.
 - 3' Should have no undesirable repetition.
- (3) Sentence should have balance and unity.
- 6. Oral Paragraph:
 - (1) Thought units necessary.
 - 1' How obtain them?

b. *Enlarge Vocabulary:*

- (a) Trade terms—pronunciation and meaning.
Way bill, inventory, P. M.'s, will calls, call slips, resources, requisitions, adjustments, C. O. D.'s, mark-ups, invoices, terms-net, style number, comparative shopping, etc.
- (b) Through newspapers:
Make list of terms used and add daily new words brought in by students.
- (c) Study store advertisements for unfamiliar words.
- (d) Trade journals:
Make clippings of descriptive reports of materials, markets, etc.
- (e) List of adjectives used in selling:
Smart, chic, becoming, conservative, durable, charming, practical.
- (f) Expressions of courtesy used with officials.
- (g) Expressions of courtesy used with customers.
- (h) Expressions of courtesy used with co-workers.
- (i) Expressions used in answering the telephone.
- (j) Choice of right words:
Verify—prove.
Indorse—approve.
Eliminate—retrench.

Rebate, refund, allowance, discount.

Duplicate—copy, invoice, bill, account, statement.

c. *Oral Theme:*

- (a) Report on student's own work.
- (b) Report on favorite recreation.
- (c) Report on favorite book.
- (d) Report on favorite movie.

(Valuable for
study of
Individual.)

- (e) Report on some store activity.
- (f) Report on some current event.
- (g) Description of merchandise.
- (h) Report on assigned topic:
 - 1. Federal Reserve Bank.
 - 2. Traffic regulations.
 - 3. Water supply for Dallas.
 - 4. Censorship of movies.

B. *Spelling:*

- a. Make list of common words frequently misspelled, and drill on spelling and use:

through	much	separate
Wednesday	sugar	done
forty	ache	meant
often	business	friend
hour	sure	many
truly		

- b. Drill on meaning and spelling of store terms:
 - (a) Names of materials in departments.
 - (b) Names of departments, and organization.
 - (c) Special terms used in sale advertising.
- c. Drill on spelling and meaning of homonyms:
 - (a) stationary
stationery
 - (b) write
right

- (c) serge
surge
- (d) wrote
rote
- (e) wrapping
rapping
- (f) lose
loose
- (g) do, due
dew
- d. Drill on words ending in ible—able:
 - (a) legible—changeable, etc.
- e. Drill on words ending in:
 - (a) sion—extension.
 - (b) cion—suspicion.
 - (c) tion—attention.
- f. Drill on prefixes un, in, dis, ex, per, pre.
 - (a) unhappy
 - (b) incapable
 - (c) disappoint
 - (d) extort
 - (e) permission
 - (f) prepare
- g. Make list of names of public buildings in Dallas.
- h. Make list of principal business streets.
- i. Make list of names of prominent men and women in Dallas.
- j. Make list of firms in Dallas.
- k. Make list of names of newspapers in Dallas.
- l. Teach how to use dictionary.
- m. Teach how to use city directory.
- n. Teach how to use telephone directory.
- o. Use list of words under “suggestive material.”
- C. *Technical information:*
 - a. Sentence formation:
 - (a) Function of subject and its modifiers.
 - (b) Function of predicate and its modifiers.
 - (c) Kinds of sentences:

1. Simple, complex, compound.
 2. Value of each.
 - (d) Sentences must express:
 1. Clearness.
 2. Emphasis.
 3. Unity.
 - b. *Capitalization*:
 - c. *Punctuation*:
 - (a) Full stop:
 1. Use of period.
 2. Use of question mark.
 3. Use of exclamation point.
 - (b) Partial stop:
 1. Use of colon.
 2. Use of semi-colon.
 3. Use of comma.
 - (c) Parenthesis.
 - (d) Apostrophe.
 - (e) Quotation marks.
 - d. *Abbreviations*:
 - (a) Titles.
 - (b) States.
 - (c) Streets, etc.
 - e. *Paragraphing*:
 - (a) Function of the paragraph.
 - (b) Essentials of a good paragraph:
 1. Unity.
 2. Coherence.
 3. Emphasis.
 - (c) Various forms of paragraphs.
- D. *Written English*:
- a. Reports:
 - (a) Use similar topics suggested for oral English.
 - b. Letter writing:
 - (a) *Business Letters*:
 1. Letter form and arrangement.
 - (1) Heading:

- 1' When letterheads are used.
- 2' When letterheads are not used.
- (2) Inside address.
- (3) Salutation.
- (4) Body of letter.
- (5) Complimentary close.
- (6) Signature.
2. Folding letter.
3. Addressing envelope.
4. Qualities of a business letter :
 - (1) Brevity.
 - (2) Clearness.
 - (3) Completeness.
 - (4) Exactness.
 - (5) Method.
 - (6) Courtesy.
5. *Types*:
 - (1) Answer to advertisement.
 - (2) Application for position.
 - (3) Order for goods.
 - (4) Acknowledgment of goods.
 - (5) Introduction.
 - (6) Circular for follow up.
- (b) *Personal Letters (social)* :
 1. Invitation.
 2. Acceptance.
 3. Regrets.
- (c) *Use of Postal Card in Business.*
- (d) *Telegrams*:
 1. Day Message :
 - (1) Word limit.
 - (2) Rules.
 - (3) Rates.
 2. Night Letters :
 - (1) Word limit.
 - (2) Rules.
 - (3) Rates.

(e) *Express Money Orders:*

1. Where purchased?
2. Receipt.
3. Rates.

(f) *Postal Money Orders:*

1. Application.

(g) *Writing Personal Check:*

1. Filling out stub.
2. Endorsement.

(h) Writing bank deposit slip.

E. *Reading:*

Objective: To enable the student to get information from the printed page.

a. *Silent Reading:*

- (a) Current Events.
- (b) Pathfinder.
- (c) World's Work.
- (d) Popular Mechanics.
- (e) Clippings from magazines and newspapers.
- (f) Boy Scout Magazine.
- (g) The American Boy.
- (h) The American Magazine.
- (i) The Saturday Evening Post.
- (j) The Literary Digest.
- (k) Specialty Salesman.
- (l) Dry Goods Economist.
- (m) System.
- (n) Women's Wear.
- (o) Citizenship Readers.

(Note.—Have student read one or more of the above, and make either written or oral report.)

b. *Oral Reading:*

- (a) Use clippings.
- (b) Citizenship readers.
- (c) Articles on textiles and non-textiles, salesmanship, colors, window display, etc.

(Note.—The amount of oral reading to be done will depend upon the age and education of student.)

RELATED MATHEMATICS

FOR

PART-TIME GENERAL CONTINUATION CLASSES IN DEPARTMENT STORES

Aims:

1. To help the student to gain a knowledge of the fundamentals.
2. To help the student retain a knowledge of the fundamentals by application to his every day practical use in his business and personal life.
3. To drill for accuracy in all mathematical work.
4. To drill for speed where speed is essential to efficiency.

Content:

The problems given are suggestive and are to be adapted to the needs of the group.

RELATED MATHEMATICS

I. *Addition:*

A. *Drill for Accuracy and Speed:*

(a) Combinations of sevens and U. S. Money:

\$1.39

.77

2.63

.43

.27

3.97

2.05

1.05

(b) Addition Drill:

4

4

2

15's

5

9

7

8

2

2

10's

9's

7

8

3

1

9
3

- (c) \$298.04
127.63
701.96
872.37

- (d) Addition Drill:
Combination U. S. Money :
\$1.49
2.65
3.89
.77
.39
1.69

- (e) Count or add by
 - (a) 2's from 19 to 69
 - (b) 3's from 19 to 69
 - (c) 4's from 3 to 75
 - (d) 5's from 1 to 61
 - (e) 6's from 3 to 81
 - (f) 7's from 1 to 78
 - (g) 8's from 32 to 192
 - (h) 9's from 12 to 102
 - (i) 11's from 14 to 113
 - (j) 12's from 16 to 160

B. Store Problems:

- a. Add tallies:

Cash	Charge
\$14.85	\$15.86
10.15	3.87
2.10	2.93
3.75	8.17
.98	10.10
10.02	

- b. Type Problems:

- (a) A customer closes her transfer. Her purchases are: \$2.50, \$1.10, \$.37, \$5.95, \$.40, \$6.38. What is her entire bill?

- (b) Blank, Blank & Co. spent the following amounts in January:

Employees' salary	\$6,825.85
Lights	500.02
Fuel	625.43
Janitor Service	67.80
Current Expense	25.00

How much did they spend?

- (c) There are four salespeople in the ready-to-wear department of Blanks: Their sales for the day are as follows:

1. \$39.50, \$5.85, \$16.50, \$89.50, \$9.98, and \$12.75.
2. \$19.98, \$25.00, \$18.50, \$18.50, and \$32.50.
3. \$7.98, \$2.10, \$3.85, \$4.65, and \$35.00.
4. \$19.50, \$84.75, \$55.00, \$37.85, \$42.50, \$39.98, \$42.50, \$98.50.

What are the total sales for the department?

5. A customer buys a pair of hose for \$2.05, a hat for \$8.50, a blouse for \$5.35 and a pair of gloves for \$3.20. She pays for it by check. For what amount must she make the check in order to pay for all she bought?

(d)

1. A dealer bought 5 pieces of lawn containing 50 yards each. He sold 30 yards from the first piece; 47 yards from the second piece; 46 yards from the third piece; 41 yards from the fourth piece and 49 yards from the fifth piece. He sold what was left from each piece as a separate remnant. How many yards did he buy? How many yards did he sell? How many yards did he sell as remnants?
2. Goods on hand at the beginning of the week: \$156.75; goods purchased during the week \$78.50; goods sold during the week \$197.75;

credits for the week \$40,70. What was the value of the stock on hand at the end of the week?

3. A merchant bought 700 yards of silk for \$650.00; 4500 yards of muslin for \$215.00; 600 yards of linen for \$498.00. He sold the whole for \$1,500.00. Gain, how much?
4. A bank had \$3,192.00 on hand Monday morning. \$1,724.00 was deposited during the day, and \$2,987.00 was drawn out; on Tuesday \$2,030.00 was deposited and \$1,876.00 was drawn out. How many dollars were on hand Wednesday morning?

C. Personal Problems:

- a. A dress costs you \$9.85, a pair of shoes \$7.50, a hat \$4.95, hose \$1.79. How much did you spend?
- b. Your lunch each day for six days cost you as follows:
\$.18, \$.25, \$.32, \$.47, \$.29, and \$.35. How much did you spend during the week?
- d. A lady bought 5 doz. buttons for \$1.08, 2 yds. of ribbon for \$.37½ and 16 yards of muslin for \$1.18¾, some thread and needles for \$.31¼ and a dress for \$8.62½. What was the amount of her purchases?
- e. John keeps an expense account and adds up each day what he spent during the day. One day he had on his account \$.12 for car fare, \$.35 for lunch, \$.25 for a movie and \$.15 for shoe strings. How much did he spend that day?
- f. What will Mary's spring clothes cost if she pays the following:

Suit	-----	\$55.00
Hat	-----	14.85
Shoes	-----	7.85
Blouse	-----	11.75
Gloves	-----	4.50
Hose	-----	2.98

g. A stock woman makes the following deposits:

January 5th -----\$11.25

January 6th ----- 3.42

January 7th ----- 5.18

January 12th ----- 13.60

January 15th ----- 23.47

January 20th ----- 35.06

How much did she deposit in all?

h. Mary paid \$2.75 for hose; \$18.95 for material for a dress; \$.05 for thread; \$.10 for hooks and \$.50 for a pattern. What was her bill?

II. Multiplication:

A. Drill:

a. Tables.

b. Combinations.

c. Short methods:

(a) Multiply:

Prove by casting out 9's

964×7896

7788×4387

4006×3275

466×9325

8726×9070

8159×6732

(b) Remove decimal point one place to the right multiplies the number by 10; two places to the right, by 100; three places to the right, by 1000, etc.

(c) To multiply by 5, 50, 500, multiply by 10, 100, 1000 and divide by 2.

(d) To multiply by 25, multiply by 100, divide by 4. To multiply by 75, annex two ciphers to number, divide by 4, multiply by 3.

(e) To multiply by 9:

9 equals 10—1. Multiply the number by 10 and then by 1 and subtract the results.

To multiply by 99: multiply the number by 100, then by 1 and subtract the results.

To multiply by 98: multiply by 100, and then by 2, and subtract the results.

(f) To multiply by 19, 49, 29, 69, etc.:

1. 19 equals 20 — 1

$$156 \times 20 \quad 3120$$

$$156 \times 1 \quad 156$$

$$2964$$

2. 29 equals 30 — 1

$$156 \times 30 \quad 4680$$

$$156 \times 1 \quad 156$$

$$4524$$

3. 49 equals 50 — 1

$$156 \times 50 \quad 7800$$

$$156 \times 1 \quad 156$$

$$7644$$

(g) State the product of:

(Use short method)

1. 96×25

$$38 \times 50$$

$$18 \times 75$$

$$108 \times 25$$

$$136 \times 50$$

$$164 \times 75$$

2. 72×50

$$108 \times 5$$

$$\$3.75 \times 1000$$

$$480 \times 50$$

$$150 \times 98$$

$$196 \times 10$$

3. 648×75

$$288 \times 75$$

$$1152 \times 75$$

$$675 \times 25$$

$$1260 \times 75$$

B. *Store Problems:*

- a. A customer buys 7 yards of percale at .23c per yard; 15 yards of domestic at .17c per yard; 8 yards of gingham at .29c cents per yard. Find total of bill.
- b. In January B. Blank & Co. bought the following:

45 coat suits	@	\$69.50 each
34 coats	@	78.90 each
85 dresses	@	75.00 each
19 skirts	@	25.60 each

 Find amount of their bill.
- c. There are three salespeople in Department X. Mary was on the floor four days. Her sales average \$135.25 a day; Elouise was there six days, with a daily average of \$99.85. Louise was there five days with an average of \$146.66. Who sold the most and what was the total amount sold during week?
- d. A merchant buys the following:

18 dozen shirts	@	\$21.00 per dozen
23 dozen shirts	@	8.50 per dozen
5 $\frac{1}{4}$ dozen shirts	@	13.50 per dozen
9 $\frac{1}{3}$ dozen unionalls	@	14.25 per dozen
11 dozen unionalls	@	27.50 per dozen

 What was the amount of the purchase?
- e. A merchant bought a piece of cloth for \$57.75, but was obliged to sell it for $\frac{4}{5}$ of what it cost him. How much did he lose?
- f. Find the cost of the following and prove by casting out 9's and 11's:

17 tablecloths	@	\$ 6.50
23 tablecloths	@	8.25
49 tablecloths	@	3.75
34 tablecloths	@	5.85
38 dozen napkins	@	4.25
87 dozen napkins	@	6.75
65 dozen napkins	@	5.95
143 towels	@	.18
192 towels	@	.38

29 towels	@	.75
13 pairs blankets	@	8.75
18 pairs blankets	@	4.25
29 pairs blankets	@	6.75
14 bedspreads	@	1.45
78 bedspreads	@	3.65
93 bedspreads	@	2.95
14 silk sweaters	@	18.50
28 silk sweaters	@	22.50
87 silk sweaters	@	6.95
43 wool sweaters	@	7.95

- g. There are three girls working in the ribbon department. One averages \$56.37 a day, another averages \$52.15 a day. The other averages \$47.95 a day.

What are the total sales of the whole department for a week?

- h. If three special delivery boys deliver 45 packages each per week. What is amount paid out by store for car fare? Allowing \$10 per week salary to each, what is total expense to store?

C. *Personal Problems:*

- a. Mary pays 75 cents for her music lesson. How much will she pay a month if she takes two lessons a week?
- b. How much will John earn in a week of six days, if he works eight hours a day and receives 25 cents per hour?
- c. If a salesman wastes one-third of an hour each day, how many hours will he waste in 4 weeks, of six days each? If he is paid \$7.00 per day of 8 hours, how much has his employer lost by his waste of time?
- e. John has some money and buys 16 penny slot chewing gum machines at \$2.25 a piece. Each machine holds 200 balls of gum, which sell for 1 cent each. He pays 40 cents per hundred for the balls to fill

- the machine. Each machine is emptied twice in a month. Does he make enough the first month to pay for the machine? Is there any surplus money?
- e. If a girl earns \$12.50 per week, and saves \$3.00 each week, how much has she in the bank at the end of 48 weeks? How much has she spent?

III. Subtraction:

A. Drill:

a. United States Money:

$$\begin{array}{r} \text{(a)} \quad \$10.15 \\ \quad \quad .27 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(b)} \quad \$ 6.00 \\ \quad \quad .38 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(c)} \quad \$ 9.75 \\ \quad \quad 8.63 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(d)} \quad \$531.15 \\ \quad \quad 22.67 \\ \hline \end{array}$$

- (e) Name the coins and the amount of change to be given from \$1.00 for each of the following purchases:

17 cts., 24 cts., 31 cts., 38 cts., 45 cts., 52 cts., 66 cts., 73 cts., 80 cts., 87 cts., 18 cts., 25 cts.

- (f) Name the bills and coins and the amount of change to be given from \$5.00 for each of the following purchases:

\$1.21, \$1.28, \$1.42, \$2.22, \$2.29, \$2.36, \$4.43, \$2.64, \$1.65, \$1.70, \$2.71, \$3.72, \$2.77, \$3.84, \$1.91, \$2.85, \$2.92.

$$\begin{array}{r} \text{(g)} \quad \$9.78 \quad \quad \$ 4.36 \quad \quad \$ 5.89 \\ \quad \quad 2.35 \quad \quad \quad 3.89 \quad \quad \quad 4.23 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(h)} \quad \$8.30 \quad \quad \$17.63 \quad \quad \$18.82 \quad \quad \$568.20 \\ \quad \quad 2.56 \quad \quad \quad 5.85 \quad \quad \quad 4.28 \quad \quad \quad 59.45 \\ \hline \end{array}$$

B. Store Problems:

- a. A customer has a refund for \$10.85. She buys face powder for \$1.00, rouge for 75 cents, tooth paste at 39 cents. What will be her change?
- b. A customer does not want pennies in her change. Her bill is 82 cents, and she gives saleswoman a silver dollar and two pennies. Count back the change.
- c. Mrs. Smith asked for a cash transfer. She bought one yard of ribbon at 50 cents, one yard of silk at \$2.98, and three yards of lace at 75 cents. When she closed her transfer she paid with a \$10 bill. What as her change?
- d. C. E. Jones's resources and liabilities at the close of the month were as follows:
Dry goods on hand \$1,629.40; store and lot \$3,000; cash in bank \$1,400.60.
C. O. Cry owes the business \$400; L. E. Young \$390.10; and J. O. Snow \$209.
Make a statement of resources and liabilities.
- e. At the close of the same month, C. E. Jones's business accounts showed the following results:
Stock of dry goods on hand at the beginning of the month \$1,270.40; purchased during the month \$3,229.60. Sales of dry goods for the month \$3,762.90. Market value of dry goods on hand at the close of the month \$1,629.40. Expenses for the month \$413.96; value of expense items on hand \$250. Make a statement of the losses and gains.
- f. There are 50 yards on a bolt of silk. From one bolt Mary sells the following amounts:
5 yards; 12 yards; 2 yards; 9 yards and 4 yards.
How much is left?
- g. Mrs. Smith bought two blouses at \$15 each, and one dress at \$49.50. She gave the clerk \$70. How much change should she receive?
- h. Mrs. Jones has a check filled in for \$12.65. She buys a camisole for \$1.95, a middy for \$2.25, and

a petticoat for \$6.50 and an apron for \$1.39.
How much change should she receive?

C. Personal Problems:

- a. John buys a suit for \$23.50. He gets a discount of 10 per cent. How much will be deducted from his salary of \$75?
- b. Mary had at the end of March \$108.72 in her savings account. During April she was out of work for three weeks. Each of these weeks she drew from the bank \$17 a week. How much did she have in her savings account when she went back to work?
- c. A man gave a \$100 bill in payment for an account of \$77.52. How much change should he receive?
- d. A man bought a suit of clothes for \$35.50, a hat for \$3.75 and a pair of gloves for \$1.87½. He gave the salesman a fifty dollar bill. How much change ought he to have received?
- e. A wrapper receives a weekly wage of \$10. He spends \$2.50 for board; 72 cents for carfare; 30 cents for movies; \$2.50 for a cap. How much can he save?
- f. Miss Plahn's salary is \$115 per month and she spent \$8.25 for a hat; \$15.40 for a dress; \$1.75 for face powder; and \$1.86 for carfare. How much did she have left after paying the above account?

IV. Division:

A. Drill:

- a. Where division consists of one, two or three numbers.
 - (a) $298 \div 43$
 - (b) $865 \div 94$
 - (c) $462 \div 11$
 - (d) $816 \div 53$
 - (e) $\$482.50 \div 9$
 - (f) $\$973.47 \div 78$
 - (g) $\$27,891.25 \div 125$

- b. Drill on dividing by 10 and multiples of 10.
(Decimals may be taught here.)

(a) By inspection find the quotient of:

1. $736 \div 10$
2. $1,531 \div 100$
3. $16,351 \div 1000$
4. $311,219 \div 10,000$
5. $\$271 \div 100$
6. $519.50 \div 10$
7. $84.50 \div 100$
8. $2,150 \div 1000$
9. $2,140 \div 100$
10. $3,145 \div 100$
11. $3,416 \div 1000$
12. $1,279 \text{ posts} \div 100$

(b) State the quotient of:

1. $1,231 \div 30$
2. $9,647 \div 40$
3. $6,551 \div 50$
4. $4,273 \div 70$
5. $8,197 \div 90$
6. $96,131 \div 400$
7. $84,199 \div 700$
8. $64,137 \div 800$
9. $45,117 \div 900$
10. $25,121 \div 500$
11. $63,571 \div 3000$
12. $16,657 \div 4000$
13. $36,119 \div 6000$
14. $18,177 \div 9000$
15. $42,113 \div 7000$

B. *Store Problems:*

- a. A bolt of cretonne costs \$37.50, or 75 cents per yard. Find number of yards in bolt.
- b. I bought 4120 yards of silk at \$1.02 per yard and sold three-fourths of it at \$1.50 per yard and the remainder for \$1600. What was the average price per yard and how much did I gain?

- c. A manufacturing payroll shows that 15 hands are employed at \$1.25 per day, 12 hands at \$1.75 per day, 16 hands at \$2.25 per day, 32 hands at \$2.50 per day and 5 hands at 6.50 per day. Find the average daily wage.
- d. A merchant's sales for the year were as follows:
- | | | |
|-----------|-------|-------------|
| January | ----- | \$12,156.00 |
| February | ----- | 14,175.00 |
| March | ----- | 16,152.00 |
| April | ----- | 12,175.00 |
| May | ----- | 12,465.95 |
| June | ----- | 12,476.05 |
| July | ----- | 15,145.10 |
| August | ----- | 12,431.46 |
| September | ----- | 17,245.00 |
| October | ----- | 18,256.45 |
| November | ----- | 19,250.65 |
| December | ----- | 19,654.20 |
- What were his average sales per month?
- e. If a dozen handkerchiefs cost \$4.20, what is one worth?
- f. There are two bolts of material on the counter. One bolt sells at \$1.15 per yard, and the entire bolt is worth \$63.50. The other bolt sells at 75 cents per yard, and the entire bolt is worth \$42.25. How many yards of material on the counter?
- g. The Blank Co. paid \$72,010 for coats at \$250 each. How many coats did they buy?

C. *Personal Problems:*

- a. A salesman receives \$16.50 per week. He works 9 hours a day. What does he receive per hour?
- b. A merchant earns \$125 per month and his monthly expenses average \$72. If he saves the remainder, how long will it take him to save \$4352?
- c. A man received a legacy of \$11,375, which he invested in railroad stock. He paid a broker \$125 to buy the stock at \$112.50 per share. How many shares were bought?

- d. If a sales-person makes a salary per week of \$18, what is the daily wage?
- e. If a girl is late 15 minutes every day for one week, what is the employer's loss if 40 girls were late, paid at the rate of \$18 per week?
- f. Mary has 27 girls in her Sunday School class. Her father sends a barrel of apples from the farm. She finds that there are 115 apples in the barrel, and wants to divide them evenly among her students. How many will each get? How many will be left over?
- g. If Miss Burton pays \$1376 for rent for 12 months, how much does she pay per month?
- h. A saleswoman receives \$87 in three weeks in wages. What is her weekly and daily wage?

V. *Fractions:*

A. *Drill:*

- a. Aliquot parts, as $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{3}{5}$, etc.
- b. Fractional parts of dollar, dozen, yard, week month, and day.
 - (a) State the sum of:
 $\frac{1}{5}$, $\frac{1}{8}$, $\frac{1}{3}$
 $\frac{1}{4}$, $\frac{1}{6}$, $\frac{1}{2}$
 $\frac{2}{3}$, $\frac{2}{5}$, $\frac{2}{9}$
 - (b) $\frac{1}{3}$ of 9, 27, 36, 45, etc.
 $\frac{1}{5}$ of 25, 225, \$5.00, etc.
 $\frac{1}{4}$ of month's salary, $\frac{1}{6}$ of week's salary, etc.
 - (c) What is one-fourth of a month, a year, a dozen, a dollar, a yard, etc.?
 - (d) What fractional part of a week is one day?
24 hours? 6 hours? 13 hours? 86 hours?

B. *Store Problems:*

- a. A customer bought $2\frac{1}{4}$ yards of ribbon at 75 cents a yard; $\frac{1}{8}$ yard of ribbon at \$2.25 a yard; $1\frac{1}{4}$ yard at \$1.12 $\frac{1}{2}$ per yard. What will be her change from a ten dollar bill?

- b. A customer asked for a price on 5 pairs of hose at \$18 per dozen, 8 pairs hose at \$27 per dozen, and 9 pairs at \$36 per dozen. Quote prices.
- c. John sells linoleum. How many square yards should he sell to cover a floor that is $16\frac{1}{2} \times 22\frac{1}{2}$? How much change would the customer receive from a \$50 check if the linoleum is 33 cents a square yard? If it is $12\frac{1}{2}$ cents a square yard? 46 cents; $66\frac{2}{3}$ cents; $18\frac{1}{4}$ cents; $13\frac{1}{3}$?
- d. Waists valued at \$6.00, \$3.50, \$4.75, \$3.98, \$2.50, \$3.75, \$5.00, \$7.50, \$10, \$12.50, were marked down to one-fourth of their value. What was the selling price of each after the reduction was made?
- e. A merchant marked goods for two-thirds more than they cost, then reduced the price one-tenth. He gained \$368. Find the cost of the goods, the price asked, and the selling price.
- f. A sales girl at the silk counter sold the following quantities of silk:
 $13\frac{3}{4}$ yards; $17\frac{5}{9}$ yards; $\frac{3}{4}$ yards; $12\frac{2}{3}$ yards; $16\frac{5}{6}$ yards. How many yards did she sell? If the piece of silk contained 70 yards, how many yards were left in the piece?
- g. A woman buys $11\frac{1}{2}$ yards of lace at 25 cents, $\frac{1}{7}$ at \$2.35 a yard, $2\frac{1}{4}$ yards at 40 cents per yard, $\frac{3}{4}$ yard at 75 cents a yard, and $\frac{2}{3}$ of a yard at \$1.15 a yard. What is her bill?
- h. If gingham costs $22\frac{1}{4}$ cents per yard, and a bolt costs \$17.80, how many yards in a bolt?

C. Personal Problems:

- a. Mary worked $4\frac{3}{4}$ days the first week, $5\frac{1}{2}$ days the second week, $3\frac{1}{2}$ days the third week and 18 hours the fourth week. The working day is eight hours, and she received $37\frac{1}{2}$ cents an hour. What is the amount due her?
- b. Budget problem:
 A man sets aside $\frac{1}{10}$ of his salary for religious and charitable purposes; $\frac{1}{3}$ for food and shelter;

- $1/20$ for savings; $1/50$ for recreation; $1/10$ for clothing; $1/4$ for investments and insurance; and the remainder for emergencies, as doctor bills, dentist bills, etc. Find what he pays for emergencies?
- c. Mary bakes a cake and brings it to the store. She gives $1/4$ of it to Eloise; $1/3$ of the remainder to John; $1/5$ of the remainder to Nan; and $1/2$ the remainder to me. How much does she have left?
- d. A girl spends $1/2$ of her weekly salary for board; $1/4$ for clothing; $1/12$ for amusement; and puts the rest in the bank. If her salary is \$12 per week, how much money does she save? If it is \$18 a week? \$9.00 a week? \$15? \$20?
- e. What is the cost of my hat if a milliner allows $17/8$ yards of ribbon, worth $37\frac{1}{2}$ cents a yard, \$1.50 for a pair of wings, and charges 75 cents for the trimming?
- f. A man has one-third of his money invested in real estate; three-seventh of the remainder in bonds; four-fifths of what still remains in bank stock; and the rest, which is \$3,500, he has invested in business. What is the value of his entire property?
- g. A man sold three lots, the first containing $3/5$ of an acre, the second $7/10$ of an acre, and the third 1 acre. How much land did he sell?
- h. I owned a farm of 340 acres when I bought an adjoining field of $74\frac{1}{4}$ acres. Then I sold $140\frac{3}{4}$ acres. What is the remainder of the farm worth at \$75 per acre?
- i. John had \$1.00 to spend. He spent $1/5$ of it for a lunch, $1/4$ for a movie, $1/8$ for carfare, and $1/3$ to mail a parcel post package. Did he have any left? If so, how much?
- j. If a wrapper's salary is \$11 per week, what amount is in his pay envelope if he is out sick $1\frac{1}{2}$ days during the week?

VI. Percentage:

A. Drill:

- a. Give aliquot parts of 100%.
- b. Drill on short cuts in finding 10%, 20%, etc.
- c. Change per cent to an equivalent decimal.
- d. What per cent of 100 is 5? 10? 25?
4? 35? $33\frac{1}{3}$?
- e. Express as per cents:
 - (a) .28
 - (b) .37
 - (c) $.00\frac{1}{2}$
 - (d) $.14\frac{2}{7}$
 - (e) $.33\frac{1}{3}$
 - (f) $.28\frac{4}{7}$
 - (g) $.62\frac{1}{2}$
 - (h) .0075
 - (i) .5
 - (j) .2
- f. Express as common fractions:
 - (a) 1%
 - (b) 2%
 - (c) $2\frac{1}{2}\%$
 - (d) $3\frac{1}{2}\%$
 - (e) $111\frac{1}{3}\%$
 - (f) $87\frac{1}{2}\%$
 - (g) $112\frac{1}{2}\%$
 - (h) $\frac{1}{2}\%$
- g. State a short method for finding 25% of a number; 50%; $16\frac{2}{3}\%$; 20%; $6\frac{1}{4}\%$; $6\frac{2}{3}\%$; $8\frac{1}{3}\%$; $11\frac{1}{9}\%$.
- h. Find 15% by finding 10% and taking one-half of it and then adding.
- i. 5% is what part of 100%, 20%, $33\frac{1}{3}\%$, etc?
Calculate store discount by short method.

B. Store Problems:

- a. A special sale on shoes marked \$9.50 gives a reduction of 20%. Find price of shoes.

- b. Find what customer will save on a bill of \$240 if she gets 4% discount by paying cash.
- c. A customer buys $3\frac{1}{3}$ yards of silk at \$2.98 a yard. What change will she get from a twenty dollar bill if she gets 5% discount for cash?
- d. At what price must you mark an article costing \$400 to gain 25% and provide for a 20% loss through bad debts?
- e. You buy broadcloth at \$3.80 per yard. At what price must you mark it in order that you may allow your cash customers 5% discount and still realize a gain of 20%?
- f. The shoe department gives wholesale customers a discount of 20%; employees a discount of 15%, and members of the owner's family a discount of $33\frac{1}{3}\%$. What will each pay for a pair of shoes marked \$14.50?
- g. A special sale on hats marked \$12.50 gives a reduction of 20%. Find selling price of hats.

C. *Personal Problems:*

- a. John has saved \$258.75. The bank pays him 3% interest per annum. What will this amount earn for him in six months?
- b. Mary is allowed 15% discount on her purchases of a hat at \$8.75; shoes at \$12.50; blouse at \$5.25; gloves at \$1.25. How much will she receive if her monthly salary is \$65?
- c. Figure Mrs. A's bonus if her sales in the ready to wear department for the week are \$675 and she is allowed 2% for sales above \$300.
- d. James caught errors to the amount of \$27.75. Find what his bonus is at 5%.
- e. John has in his savings account \$18.60 and his bank pays 4% interest. Mary has \$233.25 and her bank pays 3% interest. In nine months whose money earns the most?
- f. My savings for March increased thirty-three and one-third per cent over February. If my savings

for March were 84.36, what were my savings for February and March?

- g. A man's earnings during 1922 were as follows: Salary, \$3500; dividend check from stock owned, \$720; income from rents, \$300; and the earnings of his minor son amounted to \$185. Taxes paid amounted to 318.57; interest, \$297.50; charitable donations, \$360; and all other deductions allowed, \$192. He has a wife and two children. What income tax will he pay at the rate of 4%?
- h. A man bought a house for \$12,864.75. He expended for improvements $33\frac{1}{3}\%$ of the first cost of the property and then sold it for \$20,000. Did he gain or lose, and how much?
- i. Mary makes \$25 a week. One week 3% was deducted because of absence. She bought a bag at \$6.85; handkerchiefs amounting to 75 cents; gloves at \$2.98. If she gets 8% off the sale price of her purchases, how much will she receive after her bill and days of absence have been deducted?
- j. A boy deposits \$15 in the bank. This amount is $33\frac{1}{3}\%$ of the amount he already has in the bank. What is the total of his deposit now?

VII. *Business Forms:*

A. *Making Bills:*

- a. Heading, date, etc.
- b. Clear statement of account.
- c. Figuring accurately.

B. *Making Receipts:*

- a. Value of receipts.
- b. Items necessary for receipt.

C. *Opening Savings or Checking Account:*

- a. Filling out bank deposit slip.
- b. Making a deposit.
- c. Making a withdrawal.
- d. Interest on deposits.

D. *Filling in Blank Check and Stub:*

- a. Necessity for number on check, date, etc.
- b. Necessity for accuracy.

E. *Life Insurance Premiums:*

F. *Accident Insurance Premiums:*

Fire insurance premiums.

G. *Taxes. How Computed and Paid.*

CITIZENSHIP TRAINING

Aims:

To show the student his responsibilities as a member of his family, his community, and as a citizen of Texas, and the United States.

To cultivate within him the right attitude toward his work and his employer.

To show him the occupational opportunities of Dallas, and their promotional possibilities.

To assist him in securing proper training for his chosen occupation.

To assist him in recreational activities and health instruction.

To stimulate an interest in civic affairs.

Explanatory Notes:

In working out this tentative course in citizenship training, we have tried to make it so elastic that it can be used in groups of juniors, or in groups of adults in any part-time school.

We have not attempted to develop completely any one teaching unit or lesson, as each member of the training class has groups to which the lessons must be adapted. The fundamentals to be taught, however, are the same, so we have incorporated them in our course.

CITIZENSHIP TRAINING—DUTIES OF THE PART-TIMER

I. Economic:

A. Earning-----	{ To Society. To Employer. To Co-worker. To Himself.
-----------------	---

B. Spending-----	{ To Society. To Himself.
------------------	------------------------------

C. Saving-----	{ To Society. To Himself.
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II. *Social:*

- A. To the Family.
- B. To the Community.
- C. To Body Politic.
 - a. City.
 - b. State.
 - c. Nation.
- D. To Other Individuals.

I. *Economic Duties:*

A. *Earning Duties:*

a. To Society :

- (a) To take account of his own mental equipment.
- (b) To take account of his own financial status.
- (c) To take account of his own life's experiences.
- (d) To take account of his occupational opportunities to earn.
 - 1. To study occupations in his community.
 - 2. To study job requirements for these occupations.
- (e) To make intelligent choice of an earning occupation.
 - 1. To study likes and dislikes.
 - 3. To stress value to society of an occupation for every one.
- (f) To appreciate and place proper value on his earning capacity.
- (g) To prepare for chosen occupation.
- (h) To give his better efforts in performing the duties of his occupation.

b. To Employers :

- (a) To be loyal to his employer.
- (b) To co-operate in carrying out his employer's policies.
- (c) To produce economically.
- (d) To produce to greatest capacity.
- (e) To feel responsibility of his job.

c. To Co-Worker :

- (a) To co-operate in work.

- (b) To help promote safety.
- (c) To help promote sanitation.
- (d) To uphold job pride.
- (e) To set good moral example.
- d. To Himself:
 - (a) To keep physically fit.
 - (b) To prepare himself for the job.
 - (c) To discover his own ability.
 - (d) To produce to his utmost capacity.
 - (e) To get just returns for his work.
 - (f) To have job pride.
- B. *Spending Duties:*
 - a. To Himself:
 - (a) To buy to best advantage:
 - 1. Cash.
 - 2. Credit.
 - 3. Installment.
 - (b) To spend within income.
 - b. To Society:
 - (a) To buy to best advantage.
 - (b) To keep within income.
- C. *Saving Duties:*
 - a. To Himself:
 - (a) To save for emergencies:
 - 1. Illness.
 - 2. Accidents.
 - 3. Loss of employment.
 - (b) To provide for old age:
 - 1. Savings bank.
 - 2. Endowment insurance.
 - 3. Building and loan stock.
 - (c) To make profitable investments.
 - (d) To invest for economic independence.
 - b. To Society:
 - (a) To help in public enterprises.
 - (b) To prevent being public charge.

GROUP A—EARNING

Unit No. 1—*A Job.*

Lesson 1. How to get a job.

- A. Applicant must find out where to go to make application.
- B. Personal appearance:
 - a. Cleanliness.
 - b. Neatness of dress.
 - c. Appropriate dress.
 - d. Carriage.
- C. Approach:
 - a. Courteous.
 - b. Confident.
- D. Interview:
 - a. Brief.
 - b. To the point.
 - c. Courteous.
- E. Filling out application blank:
 - a. Neat.
 - b. Accurate.
 - c. Complete.
- F. Closing the interview:
 - a. Leaving office:
 - (a) How?
 - (b) When?

Unit No. 2. *Study of Occupational Opportunities in Dallas*

Lesson 1. Commercial:

- A. Selling.
- B. Advertising.
- C. Clerical Work.

Lesson 2. Manufacturing:

- A. Garments:
 - Women's Dresses, Overalls, etc.
- B. Hosiery.
- C. Hats (straw).
- D. Candy and crackers.

E. Flour.

F. Leather Goods:

Saddlery, shoes, bags, trunks.

G. Cotton Cloth.

Lesson 3. Building Trades:

A. Carpentry.

B. Cabinet Making.

C. Concrete.

D. Stone Masonry and Brick Laying.

E. Plastering.

F. Electrical Trades.

G. Plumbing.

H. Painting and Paper Hanging.

Lesson 4. Needle Trades:

A. Dressmaking.

B. Millinery.

C. Tailoring.

D. Art Needle Work.

Lesson 5. Personal Service:

A. Hotel Service.

B. Cafe and Cafeteria.

C. Barber's Service.

D. Beauty Parlor.

E. Cleaning and Pressing.

Lesson 6. Professional:

A. Law.

B. Medicine.

C. Teaching.

D. Dentistry.

F. Nursing.

Lesson 7. Transferring Occupations:

A. Money.

B. Commodities:

a. Railroads.

b. Electric street railway.

c. Express company.

d. Motor trucks.

C. Communications:

- a. Western Union, Postal, etc.
- b. Post Office Department.

Lesson 8. Use following outline to analyze occupation in store:

A. Entrance Requirements:

- a. Age.
- b. Sex.
- c. Physical.
 - (a) Height.
 - (b) Weight.
 - (c) Strength.
 - (d) Eyesight.
 - (e) Hearing.
- d. Personal.
- e. Education.

B. Nature of the work.

C. Special training required.

D. How training can be secured.

E. Promotional possibilities.

Lesson 9. Analysis of the Occupation of Selling.

(See Suggestive Material—"Occupational Analyses.")

Unit No. 3. *Choice of Occupation and Training Required.*

Lesson 1. A. Reasons for choice:

- a. Likes.
- b. Dislikes and how to overcome them.

Lesson 2. B. Training required.

Lesson 3. C. Training available:

- a. Employer as trainer.
- b. Public schools.
- c. Part-time schools.

Unit No. 4. *Responsibilities of Earning.*

Lesson 1. A. Duty to Employer:

- a. To be loyal to policy of employer.

- b. To give full day's work:
Honest worker vs. a loafer.
- c. To co-operate in carrying out orders.
- d. To avoid waste.
- e. To promote business through greatest production.

Lesson 2. B. Duty to Co-Worker.

Lesson 3. C. Duty to Self.

GROUP B—SPENDING

Unit No. 1. *Personal Responsibilities.*

Lesson 1. A. To Self.

- a. To buy to best advantage.
- b. Relation of wise spending and saving (thrift lessons).
- e. Home accounting.
- d. Budgeting.

Unit No. 2. *Duty to Society.*

Lesson 1. A. To buy to best advantage.

Lesson 2. B. To keep within his income.

Lesson 3. C. Relation of wise spending to saving.

GROUP C—SAVING

Unit No. 1. *Methods of Saving.*

Lesson 1. A. How can I save?

- a. Bank accounts.
- b. Building and loan stock.
- c. Endowment insurance.
- d. Government bonds.
- e. Real estate.

Lesson 2. B. Need for Saving.

- a. To provide for emergencies, illness, etc.
- b. To provide for old age.
- c. To provide for education.
- d. To provide for recreation later.
- e. To provide funds for investments.
- f. To provide funds to help in public enterprises.

II. *Social Duties* :*

**Note*.—After a discussion in the group we agreed to accept the duties as outlined by the Minneapolis Conference.

A. To the Family :

- a. To obey parents :
 - (a) Welfare of pupil depends upon obedience to parents.
- b. To be loyal to family.
 - (a) May involve sacrifice.
 - (b) Result—loyalty in other group relations.
- c. To contribute to family maintenance :
 - (a) Through service.
 - (b) Through commodity.
 - (c) Through money.
 - (d) Through morale.

B. To the Community :

- a. To help improve general conditions in community.
 - (a) Clean up, etc.
- b. To feel responsibility for moral tone of community.
- c. To conform to social conventions.
- d. To assist in entertainments, clubs, etc., for betterment of community.

C. To Body Politic (City) :

- a. To vote intelligently.
- b. To obey laws.
- c. To assist in enforcing laws.
- d. To assist in support of city :
 - (a) Taxes, etc.
- e. To suggest measures for improvement.
- f. To prepare himself to take an active part in management of city affairs.

D. To Other Individuals :

- a. To protect life.
- b. To protect property.
- c. To protect the weak.
- d. To respect the rights and privileges of others.

II. *Social Duties.*

GROUP A. THE FAMILY

Unit No. 1. *Obedience to the Parents.*

Lesson 1. A. Welfare of student depends upon obedience to parents.

a. Education.

b. Moral training.

c. Family ideals foundation of students future home life.

Lesson 2. B. Loyalty to family:

a. Relation to loyalty in other groups.

Lesson 3. C. Family Maintenance:

a. Through assistance in labor of home.

b. Through commodities provided.

c. Through money, as board or gifts.

d. Through morale, home spirit, etc.

GROUP B—THE COMMUNITY

Unit No. 1. *My Responsibility as a Citizen.*

Lesson 1. A. How I can help to improve general conditions of my community.

a. Clean up.

Lesson 2. B. How I can help to promote the social life of my community.

a. Assist in clubs, entertainments, etc.

Unit No. 2. *City of Dallas.*

Lesson 1. A. Reasons for location of Dallas:

a. Causes of growth.

b. Compare Dallas of 1913 with Dallas of 1923.

(a) Manufacturing.

(b) Jobbing.

(c) Railroads.

c. Who planned Dallas?

Lesson 2. B. What is the City Plan of Government?

a. Who is the mayor and what are his general duties?

- b. How are the city's laws made?
- c. Who looks after the traffic conditions in Dallas?

Lesson 3. C. The City's Health.

- a. Who is responsible for the health conditions of Dallas?
- b. What becomes of the garbage?
- c. What do you know about food inspection?
- d. What provisions are made for control of contagious diseases?
- e. Is the drinking water pure?
How do you know?
- f. Where are the city's sick housed?

Lesson 4. D. Protection to Property and People.

- a. Fire department.
- b. Police department.

Lesson 5. E. *Dependents of Dallas.*

- a. The city's poor.
- b. The orphans.
- c. The insane.
- d. The industrially handicapped.

Lesson 6. F. Educational Advantages.

- a. Public schools.
- b. Private schools.
- c. Academies, colleges, and universities.
- d. Library.
- e. Y. W. C. A.
- f. Y. M. C. A.
- g. K. C.

Lesson 7. G. Recreational Opportunities.

- a. Public parks.
- b. Swimming pool.
- c. Golf links.
- d. Library.
- e. Y. W. C. A.
- f. Y. M. C. A.
- h. Knights of Columbus.

- Lesson 8. H. How Government Is Maintained.
 - a. Taxes.
- Lesson 9. I. How Public Improvements Are Made.
- Lesson 10. J. City Elections :
 - a. How carried on?
 - b. When?
 - c. Term of office.
 - d. Salary of Mayor and other officers.

GROUP C. THE STATE

- Unit No. 1. *My Responsibilities as a Citizen of Texas.*
 - Lesson 1. A. A Brief History of Texas.
 - Lesson 2. B. Relation of City Government to State Government.
 - Lesson 3. C. Governor and his Assistants.
(Executive Branch)
 - Lesson 4. D. Representatives and Senators.
(Legislative Branch)
 - Lesson 5. E. How laws are made.
 - Lesson 6. Judges and State Courts.
(Judicial Branch)

GROUP D. THE NATION

- Unit No. 1. *My Responsibilities as a Citizen of the United States.*
 - Lesson 1. A. Relation of Government of City and State to Government of United States.
 - Lesson 2. B. Branches of National Government.
 - Lesson 3. C. Elections.
 - Lesson 4. D. Federal Taxes.
(Use as many additional topics as necessary for your group.)

HEALTH INSTRUCTION

- I. Good health as a business asset.
- II. Why and how to keep physically fit.
- III. Personal Hygiene:
 - A. The Skin:
 - a. Function (3rd lung).
 - (a) Layers, dermis, epidermis.
 - (b) Perspiration glands.
 - b. Care of the Skin:
 - (a) Bathing:
 - 1. Hot baths.
 - 2. Cold baths.
 - 3. Time for taking baths.
 - 4. Care of scalp.
 - (b) Powder—rouge.
 - B. Hair and Nails:
 - a. Proper shampooing.
 - b. Cleaning hair brushes and combs.
 - c. Methods of dressing hair.
 - d. Care of the nails:
 - (a) Cleanliness.
 - (b) Filing.
 - C. Teeth:
 - a. Reasons for taking care of teeth.
 - b. Importance of good teeth to health and appearance.
 - c. Causes of poor teeth.
 - d. How to take care of teeth:
 - (a) Regular visit to dentist for examination.
 - (a) Brushing regularly and thoroughly.
 - (c) Use of good powder or paste.
 - (d) Use of dental floss instead of tooth pick.
 - (e) Fill all small cavities.
 - D. Care of the eyes:
 - a. Cleanliness.
 - b. Eye strain.
 - c. Visit to oculist.

IV. Respiratory Tract:

A. The Nose:

- a. Nose breathing vs. mouth breathing.
- b. Adenoids (reasons for removal).

B. The Tonsils:

- a. Reasons for removal of diseased tonsils.
- b. Dangers of tonsillitis.
- c. Common sore throat.

C. Bronchial Tubes:

- a. Causes and remedies for bronchitis.

D. The Lungs:

- a. Function of the lungs.
- b. Care of the lungs:
 - (a) Proper ventilation of room.
 - (b) Air free from dust.
 - (c) Air not too humid nor too dry.
 - (d) Necessity for special care of workers.
(Occupational Diseases.)
- c. Diseases:
 - (a) Tuberculosis.
 - 1. Common causes.
 - 2. Prevention.
 - 3. Possible cures.

V. Proper Clothing:

A. Clothing suited to work.

- a. Comfort.
- b. Safety.
- c. Health.

B. Clothing suited to seasons:

C. Shoes:

- a. Proper fitting.
- b. Proper heels for work.
- c. Proper soles for work, etc.

D. Head Wear.

VI. Proper Carriage of Body and Exercise:

- A. Standing position.
- B. Sitting position.
- C. Pose of body in walking.

D. Need of bodily exercise.

E. Value of exercise and effect on:

a. Digestion.

b. Circulation.

c. Heart action.

F. Proper care of body after exercise.

VII. Foods:

A. Food values.

B. Combinations of foods.

C. Selecting a balanced diet.

D. Effect of proper food on worker's health.

VIII. The Home Life in Relation to Health:

A. Ventilation of home.

a. Sleeping room.

B. Sanitation:

a. Disposal of garbage.

b. Values of cleanliness.

C. Selection of Foods:

a. Pure foods vs. adulterated.

D. Preparation and serving of foods.

E. Heating of home.

F. Plumbing in the house:

a. Care of bath, toilet, etc.

b. Care of sink and drainage pipes.

c. Water supply.

G. Lighting of the house.

H. Care of sick in the house.

I. Rest in the home.

IX. Recreation in Relation to Health:

A. Clubs:

a. Basketball.

b. Volley.

c. Baseball.

d. Tennis.

e. Hiking.

f. Glee Clubs.

g. Literary Clubs.

- B. Boy Scouts.
- C. Girl Scouts.
- D. Orchestra.
- E. Dancing Clubs.
- F. Amateur Theatricals.
- G. Movies.
- H. Concerts.

STORE PROBLEMS AND TOPICS

I. Chart Your Store Organization:

- A. Explain meaning.
- B. Show lines of promotion.

II. Store Service:

- A. Routing of goods received in the store.
- B. Routing of goods sold.
- C. City delivery:
 - a. Local geography:
 - (a) Streets and house numbers.
- D. Transportation:
 - a. Motor truck.
 - b. Interurban.
 - c. Railways.
- E. Methods of sending goods:
 - a. Express.
 - b. Parcel post.
 - c. C. O. D. packages.
 - d. Freight.
- F. Exchange system:
 - a. Exchanges:
 - (a) Good will.

III. History of Your Store:

- A. Beginning.
- B. Growth.
- C. Methods of studying.
 - a. Talks by member of firm.
 - b. Pictures.
 - c. Short story written.

IV. Study of Other Stores:

- A. Jordon-Marsh, Boston.
- B. Filenes, Boston.
- C. R. H. Macy & Co., New York.
- D. Wanamaker's, New York.

- E. Marshall Field's, Chicago.
- F. Dayton Co., Minneapolis.
- G. Emporium, San Francisco.
- H. Daniel-Fishers, Denver.
- I. John Taylor's Dry Goods Co., Kansas City.

V. Why Know Your Merchandise?

VI. Business Ethics.

VII. Use of Telephone:

- A. Value of courtesy.
- B. Value of pleasing voice.
- C. Value of distinct enunciation.

VIII. Laws of Personality:

- A. Loyalty.
- B. Good workmanship.
- C. Reliability.
- D. Team work.
- E. Duty.

IX. Courtesy:

- A. Value to the store.
- B. Value to salesperson.

X. Initiative.

XI. Tact.

XII. Voice and Speech.

SUGGESTIVE MATERIAL

Explanatory Note

The suggestive material may be used as a guide to the organization of plans adapted to any particular group.

The outline on Retail Selling is given in reply to requests made by teachers, who have sales people in their classes, or who have juniors to be promoted into selling positions.

It is not intended to be complete in any sense, but it is an outline that may be expanded to include the details of selling.

RETAIL SELLING

OUTLINED BY ADA TERRILL

- I. Elements in a sale.
 - A. Salesperson.
 - B. Customer.
 - C. Merchandise.
 - D. Their relation to each other.
- II. Sale takes place in customer's mind.
 - A. Way mind acts.
 - a. Attention.
 - b. Interest.
 - c. Desire.
 - d. Decision.
- III. Steps in sale correspond to four steps in customer's mind.
 - A. Approach (attention).
 - B. Showing merchandise (interest).
 - C. Talking it up (desire).
 - D. Closing sale (decision).
- IV. Considering each of these steps:
 - A. *Attention*:
 - a. Kinds (favorable, unfavorable).

b. Gaining—favorable.

(a) Customer as friend.

(b) Sales person as hostess.

(Discuss here development of store.)

(c) Use the following to illustrate points:

Home

Store

- | | |
|------------------------------------|---|
| 1. Meet guest at door immediately. | 1. Promptness. |
| 2. Call guest by name. | 2. Call customer by name if possible. |
| 3. Adapt greeting to your guest. | (Keep note book with names learned from charge sales, send slips, etc.) |
| 4. Voice distinct and cordial. | 3. Adapt greeting to your customer. |
| 5. Avoid questions to guest. | 4. Same to customer. |
| | 5. Avoid questions. |
| | (As to price, size, etc.) |

B. *Interest:*

a. We are interested in the things that we know something about.

(a) Tell customer about merchandise:

1. Of what it is made.
2. Who made it and reputation of maker.
3. How it is made.
4. Its uses.
5. Style and designs.
6. Different kinds of same article.
7. How it compares with others at higher and lower prices.
8. Interesting history and background.
9. What it costs and why.
10. Tests for quality (as fading, etc.).
11. What it has done (testimonials).
12. What other articles in the store match or go with it.

(b) Selling appeal. (Give reasons and why.)

1. Appearance of merchandise (stock keeping here).
 2. Fit and comfort (as shoes).
 3. Convenience (household appliances).
 4. Flavor, taste or aroma (foods).
 5. Weight.
 6. Size.
 7. Quality and workmanship (guarantees).
 8. Durability.
 9. Safety and reliability.
 10. Healthfulness (underwear).
 11. Purity (cosmetics).
 12. Educational (books, pictures).
 13. Pleasure motive (camera, etc.).
 14. Price as compared with quality.
- (c) Where to get information:
1. From buyer.
 2. From traveling salesman.
 3. Encyclopedia.
 4. Manufacturer.
 5. Club meetings.
 6. Trade journals.
 7. Books.
 8. Store classes.
- (d) Show merchandise according to use.
- (e) Display merchandise generously but not too much.
- (f) Remove rejected goods.
- (g) Handle merchandise carefully (showing your idea of its worth).
- (h) Be sure to have right size before displaying goods.
- (i) Show medium priced first.
- (j) Show by comparison.
- (k) Never argue.

C. *Desire:*

- a. Use 5 senses:
 - (a) Seeing.

- (b) Hearing.
- (c) Tasting.
- (d) Smelling.
- (e) Feeling.
- b. Talk from the *You* viewpoint:
 - (a) Viewpoint of store.
 - (b) Viewpoint of merchandise.
 - (c) Viewpoint of customer.
- c. Adapt talk to customer.
- d. Watch the customer for reaction to talk.
- e. Use positive, not negative, statements regarding merchandise.
- D. *Decision*:
 - a. When to close:
 - (a) When customer seems most interested in one article.
 - (b) Do not insist.
 - (c) Overcome objections.
 - (d) Never "guess" or "think."
Say "yes" or "no" and give reasons.
 - (e) Refer to previous remarks of customer regarding merchandise.
- E. *Suggestive Selling*:
 - a. When to suggest other things:
 - (a) At close of sale.
 - (b) While waiting for change.
 - b. What to suggest:
 - (a) New merchandise.
 - (b) Special values, or sales.
 - (c) Articles to match purchase.
 - 1. If in another department introduce or refer customer to saleswoman.

ANALYSIS OF OCCUPATION OF SELLING

Main Advantages:

1. Importance to society.
2. Service to humanity.

3. Chance to learn.
4. Demand for the work.
5. Steady work.
6. Growing importance.
7. Interesting work.
8. Promotional possibilities.
9. Make friends and have associates.
10. Good hours.
11. Paid vacation.
12. Good living.
13. Healthy work.
14. Develop initiative.

ANALYSIS OF OCCUPATION OF STOCK-KEEPER JUNIOR DEPARTMENT

MADE BY MRS. W. A. CAMPBELL, TITCHE-GOETTINGER Co.

- A. Entrance requirements:
- a. Sex—female.
 - b. Age—generally 16 to 19 years.
 - c. Physical:
 - (a) Average height.
 - (b) Weight, at least average.
 - (c) Strength—average.
 - (d) Eyesight, normal.
 - d. Personal qualification:
 - (a) Cleanliness.
 - (b) Neatness, appropriate dress.
 - (c) Must not be slow.
 - (d) Must be courteous:
 1. To customers.
 2. To co-workers.
 3. To supervisors.
 - (e) Quick to learn, apt—alert.
 - (f) Interest in the work.
 - (g) Fairly good looking.
 - e. Educational:

- (a) Have completed at least 7th grade.
 - (b) Must use correct English in conversation.
 - (c) Should be able to read and digest articles from trade journals, etc., on styles, colors, materials, etc.
- B. Nature of the work:
- a. Keeping stock folded:
 - (a) On tables.
 - (b) In drawer or shelves.
 - b. Keeping stock straight:
 - (a) On racks:
In cases and stock room.
 - (b) On shelves:
Arranged artistically.
 - (c) In display cases.
Arranged artistically.
 - c. Keeping stock complete.
 - (a) Bring supplies from stock rooms.
 - d. Marking goods.
 - e. Checking invoices:
 - (a) Goods received
 - (b) Inventory.
- C. Special Training Required:
- a. Location of stock and arrangement.
 - b. Best methods of display:
(Usually under direction of department head.)
- D. How training can be secured:
- a. On the job.
 - b. Reading trade journals.
 - c. Observation.
- E. Promotional Possibilities:
- a. Office:
Filing.
Make usual promotion more in the nature of a change.
 - b. Selling:
 - (a) Salesperson.
 - (b) Assistant Head of Department.
 - (c) Head sales person.

- (d) Buyer.
- c. Mail Order Department:
 - (a) Filing, checking mail orders.
 - (b) Filing, etc.

ANALYSIS OF OCCUPATION OF WRAPPER

MADE BY MRS. BOVELL, SANGER BROS.

- A. Entrance Requirements:
 - a. Age, 16—19.
 - b. Sex—either.
 - c. Physical:
 - (a) Height, medium.
 - (b) Weight, average.
 - (c) Strength, normal.
 - (d) Eyesight, good.
 - (e) Appearance, neat and inconspicuous.
 - d. Personal Qualifications:
 - (a) Neat.
 - (b) Alert.
 - (c) Courteous.
 - (d) Accurate.
 - (e) Interested in work.
 - e. Education:
 - (a) At least 6th or 7th grade.
- B. Nature of the Work:
 - a. Follow store rules.
 - b. Keep sufficient supplies.
 - c. Keep supplies in order.
 - d. Check merchandise:
 - (a) Price on merchandise and sales check tally.
 - (b) Check as to quantity.
 - (c) Check extensions and additions.
 - e. Examine sales slips for the required O. K.
 - f. Stamp sales check.
 - g. Send charge sales slips to office for O. K.
 - h. Send cash slips for change.

- i. Make out error slip if error is made.
- j. Select proper wrapping material.
- k. Wrap merchandise according to instructions.
- l. Answer telephone.
- m. If changes are to be made in sales check, return to sales person with merchandise, or call floor manager.
- C. Special Training Required:
 - a. Instructions in wrapping merchandise given by director of wrappers.
- D. How Training Can Be Secured:
 - a. Instruction by director of wrappers.
 - b. Observation.
 - c. Questions.
 - d. Act as relief wrapper.
 - e. Store classes.
- E. Promotional Possibilities:
 - a. One line:
 - (a) Relief wrapper.
 - (b) Chief inspector wrapper.
 - (c) Head of wrappers.
 - b. Second Line:
 - (a) Marker of stock keeper.
 - (b) Head marker or stock keeper.
 - (c) Office clerk.
 - (d) Sales person.
 - (e) Head of stock.
 - (f) Assistant buyer.
 - (g) Buyer.
 - (h) Executive.

ANALYSIS OF OCCUPATION OF SALESMAN IN SHOE DEPARTMENT

MADE BY MISS ADA TERRILL

- A. *Entrance Requirements:*
 - a. Sex, either.
 - b. Age—17 to 35.
 - c. Physical.

- (a) Height, average.
 - (b) Weight, average.
 - (c) Strength, average.
 - (d) Eyesight, good (to read stock numbers).
 - (e) Supple.
 - d. Personal qualifications:
 - (a) Pleasing personality.
 - (b) Extreme tact.
 - (c) Good judge of human nature.
 - (d) Courtesy.
 - (e) Being *alive*.
 - e. Educational:
 - (a) At least the seventh grade, high school preferred.
 - (b) Able to use good English.
- B. *Nature of the Work:*
- a. Conditions:
 - (a) Indoor.
 - (b) Bending over to fit foot.
 - (c) Reaching up for shoes.
 - b. Duties:
 - (a) Measuring foot.
 - (b) Selecting style for each individual.
 - (c) Keeping record of sales.
 - (d) Keeping up with stock.
 - (e) Keeping list of things called for and not in stock.
 - (f) Know merchandise in other departments that harmonize with the shoes, as hose, bags, hats, etc.
 - (g) Keep up with ads to direct customers to special sales.
 - (h) Know what stores carry well known makes of shoes.
 - c. Special training required:
 - (a) Knowledge of anatomy of foot.
 - (b) Salesmanship.
 - (c) Appropriate shoes for different dress.
 - (d) Materials in shoes:
 - 1. Leather.
 - 2. Textiles.

(e) Latest styles in dress.

C. *How Can Training Be Secured:*

- a. Educational classes in stores.
- b. Individual instruction by buyers.
- c. Visits to factories.
- d. Reading books and magazines.
- e. Night schools.
- f. Correspondence courses with group conferences.
- g. Observing other salesmen:
 - (a) In store.
 - (b) In other stores.

D. *Promotional Possibilities:*

- a. Increases in salary.
- b. Floor manager.
- c. Assistant buyer.
- d. Buyer.
 - (a) Domestic.
 - (b) Foreign.
- e. Store superintendent.
- f. Merchandise manager.
- g. Member of firm.

ANALYSIS OF OCCUPATION OF SALESWOMAN
IN READY-TO-WEAR DEPARTMENT

MADE BY MRS. J. H. JENKINS, A. HARRIS & Co.

A. *Entrance Requirements:*

- a. Sex, female.
- b. Age, 18 to 50 years.
- c. Physical. Should have good health (physically fit).
 - (a) Height, average (tall enough to reach racks easily).
 - (b) Weight, average—not too fat—be able to model dress, etc., 16 and 18 sizes, unless in department for stouts.
 - (c) Strength. Should be strong enough to lift and hang up heavy coats, etc.
 - (d) Eyesight, good.

d. Personal qualifications :

(a) Should be :

1. Good judge of human nature.
2. Alert.
3. Tactful.
4. Neat.
5. Clean.
6. Energetic.
7. Courteous..
8. Able to control temper.
9. Able to study needs of customer and make helpful suggestions in selecting new and stylish dress.
10. Know color combinations.
11. Be able to select style best suited to customer's figure, face, complexion, hair, etc.
12. Have pleasing personality and be willing to exert every effort to please, but not too anxious to sell.
13. Show good taste in own dress.
14. Have pleasing voice.

e. Educational :

- (a) Should have enough education to speak correctly.
(Women with at least high-school education preferable.)

B. *Nature of Work:*

- a. Indoor.
- b. Taking stock.
- c. Selling coats, dresses, coat-suits and skirts.
- d. Meeting the public.
- e. Answering the telephone.

C. *Special Training Required:*

- a. Should have special training by store teacher in :
 - (a) Making out sales slips.
 - (b) Meeting the public or customers.
 - (c) Should have special training by experienced sales people in the ready-to-wear department.
 - (d) Should know the stock.

- (e) Should be well informed on textiles, new colors, etc.

D. *How Training Can Be Secured:*

- a. By experience and observation.
- b. By attending special salesmanship classes.
- c. By attending night school classes.
- d. By reading trade and commercial magazines.
- e. By careful study and observation in department.
- f. Ask buyer the "how" and "why" of things.

E. *Promotional Possibilities:*

- a. Head saleswoman.
- b. Assistant buyer.
- c. Buyer.
- d. Head of department.

ANALYSIS OF OCCUPATION OF SALESWOMAN IN
THE RIBBON DEPARTMENT

MADE BY ALEXA RHEA

A. Entrance Requirements:

- a. Sex, female.
- b. Age, 18.
- c. Physical:
 - (a) Height, average.
 - (b) Weight, average.
 - (c) Strength, average.
 - (d) Eyesight, good, to distinguish colors.
- d. Personal qualifications:
 - (a) Pleasing appearance and personality.
 - (b) Courteous, tactful, and patient.
 - (d) Adult intelligence.
- e. Educational:
 - (a) At least grammar grades, good English, and elementary arithmetic.

B. *Nature of the Work:*

- a. Physical conditions:
 - (a) Indoor.
 - (b) Standing.

- b. Salesmanship:
 - (a) Meeting customer.
 - (b) Creating demand.
 - (c) Closing sale.
- c. Making displays.
- C. *Special Training Required:*
 - a. Knowledge of colors.
 - b. Knowledge of textiles.
 - c. Knowledge of use of materials.
 - d. Knowledge of display.
- D. *How Training Can Be Secured:*
 - a. Observation on the job.
 - b. Classes in the store.
 - c. Articles in papers and magazines.
 - d. Extension and correspondence courses.
 - e. Night school.
- E. *Promotional Possibilities:*
 - a. Head of the department.
 - b. Assistant buyer.
 - c. Buyer.

BOOKS, MAGAZINES, BULLETINS

Below are listed books, magazines and bulletins that will provide helpful material to the part-time teacher.

Business English, Hurlburt and Bartholomew. Macmillan.
Vocational English, Bowlin and Marsh. Scott Foresman & Co.

Minimum Essentials (Drill cards), Thompson. Ginn & Co.
English in Business, Miles. Ronald Co.

Elementary Social Sciences, Leavitt and Brown. Macmillan.

Vocational Civics, Giles. Macmillan.

Social Civics, Munro and Ozanne. Macmillan.

Fifteen Lessons in Thrift, Savings Division, United States Treasury, Washington, D. C.

Making the Most of Your Money, Isabel Ely Lord. Harcourt, Bruce & Co.

Practical Business Arithmetic, Kiggen. Macmillan.

Industrial Nursing, Wright. Macmillan.

Department Store Merchandise Manuals. Ronald Co.

Federal Bulletins, Nos. 73, 20, 54, and 22. Federal Board of Vocational Education.

Vocational Education Magazine. J. B. Lippincott Co., Philadelphia.

Dry Goods Economist. United Publishers Corporation, 239 West 39th St., New York City, N. Y.

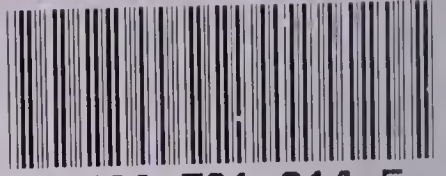
Women's Wear. Women's Wear Co. New York City.

ADDITIONAL LIST OF WORDS TO BE USED IN STORE CLASSES

art novelties	chamois	displayed
annex	chamoisette	display
accountant	cashmere	dressmaker
auditing	cape-skin	durable
aisle	carpenter	doeskin
account	chauffeur	dozen
adjustment	composition	dentist
abbreviation	cashier	
advertisement	consists	engineer
already	competitor	expect
apparel	complaint	economy
arithmetic	courtesy	economize
appearance	corporation	embroidery
articles	controlled	escalator
among	carpets	elevator
always	cretonne	electric
any	compete	exceptional
again	career	freight
ache	customer's	furniture
answer	community	friend
question	cut glass	fountain
auctioneer	cigars	French-skin
attractive	cafe	fabrics
	cafeteria	filling
been	chute	
built	correspondence	gown
busily	carried	grown
beginning	colors	gardener
bursar	collars	genuine
banker	counters	gauntlet
builder	commerce	gloves
business	clothes	
broad	column	holiday
bonus		height
balance	delivery	hosiery
beauty parlor	dealer	health
basement	due drawer	hospital
bargain square	drapery	haberdasher
blouses	draperies	house furnishings
becoming	delicatessen	handkerchiefs
beautifully	department	hemstitching
bureau	duplicate	infants'

invoice	original	smartly
individual	opportunity	slightly
industries	pianist	sewing machine
inspector	pacel	silverware
irresistible	personal	service
jewelry	package	specialty
junior	practically	surgeon
journalist	period	stationery
janitor	piece goods	statistician
	pay roll	styles
knit underwear	partial	sweater
kodak	pianos	staples
kimona	picture	since
laces	picoting	spinning
linoleum	purses	solicit
leather	picturesque	separate
laborer	popular	sculptor
lambskin	publisher	tailor
leatherette	plumber	Tuesday
linens	patterns	tinware
language	power machine	trunks
loom	quantity	trimming
length	quality	toilet articles
library	reporter	truly
librarian	revision	type
	retailing	their
muslin	ribbons	there
millinery	ready-to-wear	twelfth
modern	receive	treasurer
milliner	remnant	teller
marvelously	relief	teacher
merchandise	recommend	umbrellas
materials	registrar	under sell
manager	salesman	understand
messenger	shoemaker	victrolas
men's furnishings	salary	veiling
machinists	simple	veils
notions	serviceable	vacuum cleaner
novelties	substantial	values
ninety	suitable	vaccinate
neckwear	suede	veterinary
oculist	smartest	wonderful
office		

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